



Show-Me Literacy

The "Official" Newsletter of Literacy in Missouri

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GED Exam Surpasses One Million Test Takers in 2001

More than 1 million adults worldwide took one or more of the five GED Tests in 2001, a first in the program's 60-year history, the General Educational Development (GED) Testing Service announced in a report released July 31. Much of the increase resulted from the start of the 2002 GED Test Series on January 1, 2002. Participants had until December 31 to complete the old test series or start over with the new test series.

Who Took the GED? GED 2001 Statistical Report, published by the American Council on Education (ACE) details the general characteristics and performance of GED candidates throughout North America, the Caribbean, and the South Pacific. Data was collected from more than 3,300 GED Testing Centers around the world.

A total of 1,069,899 adults in the United States, Canada, and outlying jurisdictions took one or more of the GED Tests during the year ended December 31, 2001, a 31.1 percent increase from 2000 (The United States total was 945,131, an increase of 31.6 percent).

Despite the dramatic increase, the more than 1 million who attempted to earn their high school credential by passing the GED Tests represents only two percent of the adult population without a high school diploma.

Worldwide, 979,829 candidates completed the five-part GED Test battery.

Local jurisdictions awarded high school equivalency diplomas to 669,403 adults who completed and passed all five of the GED Tests (The U.S. total was 655,514, an increase of 31 percent). This increase of 30.7 percent over the number awarded in 2000 is commensurate with the overall increase in the number of test takers.

A Bridge to Opportunity

GED candidates come from a myriad of backgrounds and represent the mosaic of America. "We are proud to provide more than 1 million adults the opportunity to earn their jurisdictions' high school credential," said Joan Auchter, Executive Director of the GED Testing Service, part of the not-for-profit American Council on Education.

GED Exam,
Continued on Page 5

Show Me... The Inside

From the State.....	2
Job Report.....	3
Reintegration (con't).....	4
GED Exam (con't).....	5
Calendar of Events.....	6

Effort to Reintegrate Offenders Underway

Forty-nine states, the District of Columbia, and the Virgin Islands will share \$100 million in grant funds through the new Serious and Violent Offender Reentry Initiative, Attorney General John Ashcroft recently announced.

Missouri's share of the grant funds will include: \$700,688 to the Missouri Department of Social Services and \$1,296,044 to the Missouri Department of Corrections.

A total of 68 grants will be awarded to support efforts to ensure public safety and reduce victimization by helping returning offenders become productive members of their communities, providing education, job and life skills training, and substance abuse treatment, while carefully monitoring their activities after release.

The Serious and Violent Offender Reentry Initiative is an unprecedented collaboration among the Departments of Agriculture, Commerce, Education, Health and Human Services, Housing and Urban Development, Justice, Labor, and Veterans Affairs.

Reintegration,
Continued on Page 4

The mission of the "Show-Me Literacy" newsletter is to provide professional information-sharing, resources and news about adult education and literacy.

From The State AEL Office

Senate Committee Backs EL/Civics

Legislative language for FY 2003 again reserves \$70M for EL/Civics activities. Funds would go to every state on the same formula as last year with a minimum grant of \$60K. No date for Floor consideration was available at press time. To read the Senate committee version of the bill, see <http://thomas.loc.gov/> and search for S2766.

CTC Receives 1400 Applications for 83 Grants

Nearly 1400 applications make for heavy competition for the slated 83 Community Technology Centers (CTC) grants to be awarded this fall. The CTC program assists eligible applicants in creating or expanding community technology centers.

CTCs provide disadvantaged residents of economically distressed urban and rural communities with access to information technology and training to use it. This year's competition requires projects to provide adult education and family literacy activities through technology and the Internet. Recipients of the one-year grants of \$75,000-\$300,000 must share in the cost of funded activities. Over 100 panels involving more than 300 experts have been scheduled to review the proposals.

Are Foreign-Born in Adult Ed Undercounted?

English literacy (EL) and EL/Civics learners make up the largest share of adult education enrollment. Lately something more may be happening. MA State Director Bob Bickerton says that throughout the 1990s, English literacy students made up 40% of MA's adult education learners, while 60% of students were native-born learners in adult basic

education or adult secondary education. Today 60% of adult education enrollees in the state are English literacy students. Another 20% of adult education/adult secondary learners also are foreign-born and have a native language other than English. They have enough English not to need English literacy and enroll in broader adult education programs. Fully 80% of the state's adult education efforts are serving foreign-born learners this year.

NAS: Education Key to Health

Education plays what the Washington Post terms a "surprisingly important" role in good health according to the National Academy of Sciences. A new study says that education is central to understanding why and how to take medication, critical to good health care. See <http://www.washingtonpost.com/wp-dyn/articles/A49381-2002Jul23.html>

Adult Learning Communities on Web

OVAE's Community Partnerships for Adult Learning just launched its website with information to help adult educators form new partnerships or enhance existing ones. It features a toolbox of how-to's, research, and related websites organized by topic (creating communities, curriculum and instruction, professional development, workforce development, technology, and program assessment). See <http://www.c-pal.net>

Children's Book Week 2002

"Book Time" is the theme for the 83rd Children's Book Week, sponsored by the Children's Book Council and scheduled for Nov. 18-24, 2002. Since 1919, educators, librarians, booksellers, and families have celebrated Children's Book Week during the week before Thanksgiving.

Artwork for this year's observance was created by Kevin Henkes, author of popular children's books such as *Wemberly Worries* and *Lilly's Purple Plastic Purse*. For more information on Book Week or The Children's Book Council, visit www.cbcbooks.org/html/book_week.html For a printed catalog, email: catalogs@cbcbooks.org

Governor's Conference on Workforce Development

The 20th Annual Governor's Conference on Workforce Development is scheduled for Oct. 9-11 at Tan-Tar-A Resort, Lake Ozark, Mo.

"Building Human Capital to Enhance Missouri's Economic Security" is this year's conference theme, bringing together public and private sector professionals who work in, or who are associated with, workforce development initiatives.

Registration begins at 8 a.m. Oct. 9, with pre-conference workshops beginning at 12:30 p.m. Missouri Gov. Bob Holden will be the keynote speaker for the opening General Session/Alumni Awards Ceremony.

Concurrent workshops are scheduled throughout the day on Thursday, Oct. 10. The General Session/Luncheon will feature "Looking for the Laughter" by Suzie Humphreys of Fredericksburg, Texas. The conference will conclude on Friday, Oct. 11 with the closing General Session from 10:30-11:30. Senator Jean Carnahan and Lt. Gov. Joe Maxwell have been invited for the Governor's Awards Presentation.

For conference and/or registration information, contact Lori James via email at ljames@co.wfd.state.mo.us, or by phone at 573/751-2816. Also visit the web site at www.ecodev.state.mo.us/wfd

Missouri's Relative Job Loss Highest in Nation Over Past Year

Missouri's seasonally adjusted nonfarm payroll employment decreased by 55,000 over the past year, leaving the state with the highest relative jobs loss in the nation, according to a report recently released by the Missouri Department of Economic Development (DED).

Missouri lost just over 2 percent of its total employment between June of 2001 and June of 2002. Total employment in June of this year was 2,687,200. Employment is one of four major indicators monitored by the Missouri Department of Economic Development to assess current economic conditions. The others are personal income, industrial vitality, and retail sales.

"We are quite disturbed to learn that on a percentage-basis, Missouri had the largest employment decline in the nation over the past year," said DED Director Joseph L. Driskill. "Clearly this is a troubling trend and further evidence that despite some indications the U.S. economy is improving, Missouri is still experiencing major problems from this national recession. We continue to fear that Missouri will be at the end and not at the forefront of an eventual economic recovery."

Driskill pointed out that Missouri's decline in manufacturing jobs, which earlier this year was the third highest in the nation on a percentage-basis, has continued to level off. Unfortunately, job losses are now being felt in other employment sectors.

"After seeing major declines in manufacturing jobs for more than a year those losses have stabilized. There are now a dozen states that have lost relatively more manufacturing jobs than Missouri. However, we are now seeing a ripple effect across other employment sectors," explained Driskill.

Of the 55,000 lost jobs in the year ending this June, 20,300 were manufactur-

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E News and
C notes from the
H Missouri Adult
N Education &
O Literacy
L Technology
O Center.
G
Y

ACES
Coordinator:
Jamy Preul

MarcoPolo: Online Educational Resource

MarcoPolo, launched in 1997, is an online educational resource developed primarily for K-12 classrooms; however much of the content is easily applied and adaptable to the AEL classroom. MarcoPolo, available nationwide with no fees or registration required, was among the topics at this past summer's AEL teacher workshops.

A partnership among the nation's leading educational organizations and the MarcoPolo Education Foundation, "MarcoPolo: Internet Content for the Classroom" features seven discipline-specific web-sites that house Partner-created and reviewed Internet-based lessons and resources. MarcoPolo

makes commercial-free, standards-based content of the highest quality easily accessible to teachers and students. The gateway site is accessible at <http://www.marcopolo-education.org>.

Each Partner site features both original Partner-created content and lesson plans (currently over 1,200) including student activities, classroom resources, and Partner-reviewed content from reputable sites, which have been thoroughly reviewed by experts. This review process ensures that MarcoPolo Partner sites house only content that is accurate, unbiased, up-to-date, and appropriate for the classroom. All Partner lessons reflect the national standards commonly adopted in their respective disciplines. All are ready for the classroom and are adaptable to teachers' own state and local standards and curricular needs. At present, MarcoPolo records over 900,000 user sessions a month.

Despite the Internet's rapid growth and widespread presence in American culture, educators still have concerns about the quality and credibility of Internet content, the effective integration of Internet-based resources into a standards-based curriculum, and online safety. Additionally, teachers simply do not have time to scour, for educational purposes, the millions of resources available on the Internet. MarcoPolo was created to address these concerns primarily by meeting the needs of teachers through top notch content and the best professional development on Internet integration.

For more information, visit <http://marcopolo.worldcom.com>

ing. In Missouri, state government's decrease of 5,500 jobs over the past year represents 10 percent of the total job loss, about the same as construction. Business services accounted for 9.1 percent of the state's job loss, the finance, real estate and insurance industries have represented 7.8 percent of the loss, while wholesale trade's share has been 6.6 percent.

In overall job loss, Washington, Colorado and Georgia lost slightly less than 2 percent of their jobs during the period, while Utah lost 1.7 percent and Massachusetts, 1.5 percent.

Even though decreasing employment has been more prevalent, 17 states have had some employment increase over the past year, ranging from .03 percent in New Hampshire to 1.1 percent in South Dakota.

Of Missouri's neighboring states, Kansas, Kentucky, Nebraska and Oklahoma have had employment increases over the past year. Arkansas, Iowa, Illinois and Tennessee have had net job losses. The largest of these was Illinois where employment has dropped by 77,100 jobs, or 1.3 percent.

Reintegration

(Continued from Page 1)

"This initiative helps provide individuals who have been released from prison the opportunity to become productive citizens and members of society," said Ashcroft. "The reentry programs aid in making sure these individuals will not return to a life of crime."

An estimated 630,000 offenders were released from prison last year, with an estimated 160,000 of those being violent offenders. The Serious and Violent Offender Reentry Initiative will build on innovative reentry efforts in states for both juveniles and adults with the goal that these efforts serve as nationwide prototypes. Communities will utilize existing federal, state, and local resources, while grant funds will be used to address additional specific needs. Local efforts will require close coordination among institutional and community corrections, law enforcement, education, job training and placement, and other service providers, including faith- and community-based organizations.

Reentry efforts will begin while offenders are still in correctional facilities, continue through offenders' transition back into the community, and help sustain ex-offenders through services such as employment training and substance abuse and mental health treatment. Efforts will be tailored to any one, or combination, of the following age groups: Youth (ages 14-17), Young Adult (ages 18-24), and Adult (ages 25+). These efforts require close coordination among institutional corrections, law enforcement, community corrections, and other community-based service providers.

The Serious and Violent Offender Reentry Initiative is designed to address three stages an offender goes through when returning to the community. The process involves education, parenting instruction, vocational training, treatment and life skills programs while offenders are in institutions, services and supervision as they reenter the community, and networks of agencies and individuals to support offenders as they become productive and law-abiding members of their communities.

The federal partners joined together to help state and local agencies navigate the complex field of existing grant programs and to assist them in accessing, redeploying, and leveraging those resources to support all components of a comprehensive reentry program.

The federal partners will fund a national evaluation of the Serious and Violent Offender Reentry Initiative to look at the long-term effectiveness of the program.

A complete list of grantees is available at www.ojp.gov/reentry/grantees_list.pdf. For more information about the Serious and Violent Offender Reentry Initiative, see www.ojp.usdoj.gov.

Report Says U.S. Not a Literacy Superpower

Despite its high-ranking status in the global economy, America is only mediocre when the literacy skills of its adults are compared to those of adults in 20 other high-income countries. But it is a world leader in the degree of inequality between its best and worst performers, according to a recent report from the Center for Global Assessment at Educational Testing Service.

The report suggests several reasons why these twin challenges of mediocrity and inequality matter. They foreshadow a number of important challenges to U.S. education and workforce development systems in the years ahead. One of these stems from the fact that national and international surveys of younger populations offer no optimistic signs that U.S. leadership in literacy achievement will prevail in the short-run or that inequality will decrease in the U.S. any time soon.

Copies of *The Twin Challenges of Mediocrity and Inequality* can be downloaded from www.ets.org/research.

Educational Testing is the world's largest private educational testing and measurement organization and a leader in education research.

GED Testing Service Launches Campaign

The GED Testing Service launched a new promotional campaign, the first in their 60-year history, at the Annual GED Administrator's Conference held in Boston, MA, July 9-13.

According to Missouri State GED Director Bill Poteet, "GED - Prove Yourself" is a branding campaign amplifying the value of the GED.

- **Workplace Results** - More than 90% of all U. S. employers consider those who earned their GED diploma the same as traditional graduates with regard to hiring, salary and opportunity for advancement. Source: Online Survey conducted by the Society for Human Resource Management, 2002.

- **Further Education Results** - 97% of colleges and universities accept the GED credential as equivalent to a traditional high school diploma. Source: The College Board, producers of the Scholastic Aptitude Test (SAT).

- **Economic Gain Results** - Those who have a high school diploma or GED credential realize a 35% increase (\$7,400 differential) in median annual earnings over those who do not graduate. Source: "Occupational Outlook Quarterly", Spring 2002.

Very preliminary results of testing during the first six months of testing were reported from about 30 of 78 jurisdictions but lacked data from some of the most populous states. Of the approximately 100,000 examinees, 60% successfully completed the entire battery and earned their GED. Candidates were most successful in Language Arts-Reading (72%), Science (71%) and Social Studies (71%) and less successful in Language Arts-Writing (70%) and Mathematics (68%).

Twenty-five percent of those who failed the Language Arts-Writing test did so due to an inadequate essay, compared

Testing
Continued on Page 5

GED Exam

(Continued from Page 1)

Recognized in the U.S. and Canada by employers and institutions of higher learning, the GED Testing Program has served as a bridge to further education and employment opportunities for an estimated 15.4 million people.

"GED candidates recognize the value of education in today's society," said David Ward, ACE President. "Two out of every three candidates who took the GED Tests last year indicated that they planned to pursue further education and training."

More than 95 percent of U.S. colleges and universities admit students with GED diplomas on the same basis as traditional high school graduates.

"The GED Tests allow people to prove what they know," said Auchter. "Every state and Canadian province recognizes that passing the GED Tests demonstrates the knowledge and skills of a high school graduate. The GED credential provides adults with the opportunity to grow whether it is through further education, enhanced employment or stature within their community."

Other Findings

Other relevant findings contained in the report:

- More than half of those who took the GED Tests last year (52.7 percent) were between the ages of 20 and 39, up slightly over previous years. The average age increased six months from 24.7 years in 2000 to 25.2 years in 2001.
- Candidates have a long involvement in traditional educational programs prior to taking the GED Tests. Two out of every three adults tested in 2001 (66.5 percent) reported completing the 10th grade or higher prior to leaving high school. One of every three adults (37.2 percent) reported completing the 11th or 12th grade prior to leaving high school.
- The number of GED candidates who plan to pursue higher education after completing the test battery increased by almost 20 percentage points over the 14



Galen Snodgrass, Carthage AEL Director, and a panel of individuals from three school districts, presented at the annual superintendent's conference Aug. 5. The session was titled "Literacy to Productivity", which covered strategies and techniques in developing an effective family literacy program. Miriam Spencer, Independence School District, led the panel with an overview of components and partners. Diane Addison, Susan Johnson and Sharon Wisdom represented the Hannibal School District with different perspectives of their program. Galen, Kim Snodgrass, and Sandy Schwingle presented the benefits of the Carthage ESL/Family Literacy program. The sessions were well attended by many superintendents and school administrators interested in their experiences. (Submitted photo)

year period of the 1988 GED Tests series (from 47.5 percent in 1988 to 65.5 percent in 2001).

- In addition to the unprecedented numbers of candidates tested in 2001, the number of adults who were provided testing accommodations for disabilities also reached new heights. Worldwide, 15,782 adults received accommodations, an increase of 95.5 percent over the previous year.

About the GED Tests

The GED Tests consist of content area tests in reading, writing, mathematics, science and social studies. The tests also measure communication, information-processing, problem-solving and critical-thinking skills. A rigorous exam, passing scores for the GED test battery are set at a level sufficient to ensure that just two-thirds of traditional high school graduates will pass.

The General Educational Development (GED) Testing Service is part of the American Council on Education, a comprehensive association of the nation's colleges and universities dedicated to higher education issues and advocacy on behalf of quality higher education programs. Counted among the Council's members are more than 1,800 accredited degree-granted colleges and universities and higher education related associations, organizations, and corporations.

Who Took the GED? GED 2001 Statistical Report is available for \$20 per copy plus \$6.95 shipping and handling from the

ACE Fulfillment Services, Department 191, Washington, DC 20055-0191 or by calling 301-632-6758. Information may also be downloaded from the GEDTS website at www.gedtest.org.

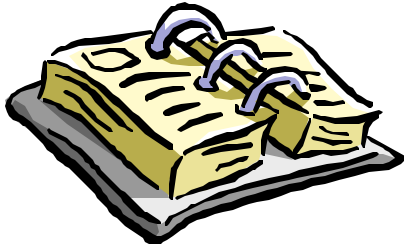
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Testing

(Continued from Page 4)

with 16% of the norming group, graduating high school seniors. Math Part I, with the use of a scientific calculator, proved more difficult than Math Part II (mental math) for both passers and non-passers.

To date, 130 schools have applied and been accepted to begin the new GED Option Program in the fall. This program permits selected at-risk students significantly deficient in credits and ineligible to graduate with their cohort group to stay in school and prepare to take the GED. Successful students receive a high school diploma and the district receives full ADA and counts the student as a graduate thus reducing their dropout rate. Missouri is one of the "elite eight" states approved to participate in the program.



Show-Me...

What's Happening

Fall AEL Director's Meeting

Sept. 24-26
Tan-Tar-A Resort
Lake Ozark, Mo.

Governor's Conf. on Workforce Development

Oct. 9-11, 2002
Tan-Tar-A Resort
Lake Ozark, Mo.

51st National American Adult and Continuing Ed. Conference (AAACE)

Nov. 20-23, 2002
Hyatt-Regency Hotel at
Union Station
St. Louis, Mo.

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